

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):  
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Ms. Cecilia Gonzales

Official School Name: E. A. "Squatty" Lyons Elementary School

School Mailing Address: 800 Roxella Rd.  
Houston, TX 77076-4431

County: Harris State School Code Number: 101912128

Telephone: (713) 696-2870 E-mail: cgonzall@houstonisd.org

Fax: (713) 696-2877 Web URL: http://es.houstonisd.org/lyonses/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Terry Grier Superintendent e-mail: tgrier@houstonisd.org

District Name: Houston Independent School District District Phone: (713) 556-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Paula Harris

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district: 182 Elementary schools  
(per district designation) 50 Middle/Junior high schools  
49 High schools  
15 K-12 schools  
296 Total schools in district
2. District per-pupil expenditure: 9231

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	50	54	104		6	0	0	0
K	71	63	134		7	0	0	0
1	76	56	132		8	0	0	0
2	69	73	142		9	0	0	0
3	65	74	139		10	0	0	0
4	68	63	131		11	0	0	0
5	60	63	123		12	0	0	0
Total in Applying School:								905

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
1 % Black or African American  
96 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
3 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 7%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	28
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	37
(3)	Total of all transferred students [sum of rows (1) and (2)].	65
(4)	Total number of students in the school as of October 1, 2009	905
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 53%

Total number of limited English proficient students in the school: 484

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 95%  
 Total number of students who qualify: 861

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%  
 Total number of students served: 40

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>38</u>	<u>0</u>
Special resource teachers/specialists	<u>16</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>18</u>	<u>0</u>
Total number	<u>83</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	96%	96%
Daily teacher attendance	99%	97%	96%	96%	97%
Teacher turnover rate	1%	1%	1%	2%	2%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<u><b>0%</b></u>

## PART III - SUMMARY

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E. A. “Squatty” Lyons Elementary School opened in January of 1993 and is located in the north area of the city of Houston in the Houston Independent School District. Lyons was built to relieve severe overcrowding at two nearby neighborhood schools. The school is a true asset to the community with two playgrounds, a large covered pavilion, soccer field, baseball diamond, jogging track, and picnic tables. Many school events involve the surrounding community such as our annual Harvest Festival, Health Fair, Blood Drive, Family Science Night, and Cinco de Mayo Festival.

The entire school community takes pride in the fact that our school bears the name of a person who dedicated 48 years of public service to the people of Harris County, Commissioner E. A. “Squatty” Lyons. The Lyons family has made generous donations in support of our educational programs at Lyons and remains faithful followers of our school’s success over the years.

Lyons Elementary is located in a predominantly low-income area and is predominantly minority (97% low income, 96% Hispanic, 1% Black and 3% White), and has no magnet program; however, Lyons excels in its academic program.

Pride in the school manifests itself in the entire staff’s dedication, where our motto, “Lyons Elementary... An Exemplary School Where Excellence is expected,” is not just a phrase, but a reality. We expect (and achieve) excellence on the part of the staff and students. Along with high expectations, we have dedication, commitment, and team work. Lyons teachers are excellent at knowing what to teach, how to teach it, and how to motivate students so that they desire success. We are dedicated to maximizing learning time and believing in the sanctity of the instructional day.

Lyons has achieved TEA’s (Texas Education Agency) Recognized status once and TEA’s Exemplary status thirteen times. Lyons has been the recipient of the Governor’s Educational Excellence Grant, the TEA Significant Gains Award for Educational Excellence, the Mayor’s Award for Educational Excellence, Title I Commended School Awards, numerous Title I Distinguished School Awards, and the Texas Business Education Coalition Award (TBEC). TBEC Honor Roll schools have the highest percentage of students performing at the "Commended" level on the Texas Assessment of Knowledge and Skills (TAKS) for three years, in every subject. Less than 5 percent of Texas' more than 8,000 schools meet this rigorous standard. Our school is an Honor Roll campus because of the outstanding teaching and learning that have been taking place year after year. It takes a lot of hard work and dedication by everyone on the staff to achieve this honor. We are proud of the staff’s commitment to excellence. Lyons has been named one of the best Elementary Schools in the state of Texas by Texas Monthly Magazine which publishes an annual list of the best public schools in Texas. This list is made by analyzing student test results to rank Texas schools.

Lyons is proud of its programs serving students PK through fifth grade. We have an Early Childhood class for the Handicapped (PPCD) program, an Orthopedically Handicapped and Life Skills program, Resource classes, Speech Therapy, Bilingual classes, and Gifted and Talented classes in all grades. Our Title I program is successfully supporting the district’s Reading and Math Initiatives by providing supplemental instruction in phonics and ESL. Title I also provides funding for our Extended Year Program, Parent Workshops, and TAKS tutorials. Through our monthly meetings we allow our parents to give their input into the educational direction of our school, and we provide training to our parents on topics such as parenting skills and nutrition.

In addition to a very strong academic program our students participate in many activities to help them develop into well rounded individuals. Lyons has two wonderful choirs that perform at our school and at various events around the city. Our school has a basketball and soccer team cheered on by our cheerleading squad. Our students belong to Odyssey of the Mind, the Garden Club that maintains a fantastic vegetable garden located in our school’s atrium. We participate in the “Name that Book”

Contest, the Houston Livestock Show and Rodeo Art Contest, and the National Spelling Bee, Science Fair, Robotics, and History Fair. Our students also participate in a Ballet Folklórico dance team.

Lyons Elementary School is a very successful school. Our achievement levels far surpass averages for the state and the district, and we do so with a lower cost per pupil and with a higher student/teacher ratio than the state or district averages. We are effective and efficient.



### 1. Assessment Results:

The 76th Texas Legislature of 1999 mandated that all public schools administer the Texas Assessment of Knowledge and Skills (TAKS) in the 2002-2003 school year to all students in grades 3-11. In response, the Texas Education Agency (TEA) developed a Standard Accountability System to evaluate school districts and campuses on the performance of their student on the TAKS. This criterion referenced exam in Elementary schools measures the students' mastery of the statewide curriculum the Texas Essential Knowledge and Skills (TEKS), in the core subject-areas reading, math, writing, and science during the course of the year. According to the results, the schools earn one of four academic ratings for students passing and meeting standards: Exemplary (90-100%), Recognized (80-89%), Academically Acceptable (55% math, 60% science, 70% math and reading) and Academically Unacceptable.

We are proud to say that Lyons is an "Exemplary School Where Excellence is expected" and our students have consistently proven this to be true by earning an exemplary status for the last six years (2005, 2006, 2007, 2008, 2009 and 2010). In addition, Lyons has also received Gold Performance Acknowledgements for Commended Performance in all four subject areas since 2004 which is the highest performance level set on the TAKS and can only be attained by a campus having 30% or more of its students tested score at or above the standard. Students who earn a Commended Performance acknowledgement have received a scale score of 2400 or more which is considerably above the state passing standard scale score of 2100. We owe our success to the dedication and commitment to excellence and student achievement to all of our Lyons teachers, students, parents, staff, and community members. Additional information can be obtained from the Texas Education Agency website at <http://www.tea.state.tx.us>.

After reviewing TAKS Math data for the past five years, Lyons Elementary has consistently seen a trend of growth in student performance with the exception of the 2008 school year. The refinement of the TEKS and student expectations increased resulting in a decrease in our percentages of students meeting standards. In 2007 99% of our 3rd graders met standards but then dropped to 87% in 2008, 98% to 91% in 4th grade, and 96% to 91% in 5th grade. The improvement in our math scores in 2009-2010 is attributed to our administrative leadership and outstanding teachers analyzing data, TEKS, Houston ISD Clear curriculum and planning effective, rigorous instructional lessons during weekly Professional Learning Community (PLC's) meetings. Nevertheless, our exceptional overall 5 year averages for 3rd (94%), 4th (97%), and 5th (94%) grades have earned Lyons exemplary ratings demonstrating our students' academic achievement in meeting standards. Furthermore, Lyons was rewarded with Gold Performance Acknowledgements for commended performance in Math for this period. Respectively, our commended performance averages were 39% in 3rd grade, 61% in 4th grade, and 59% in 5th grade.

Based on TAKS Reading data from 2005-2010, our 3rd and 4th grade students consistently averaged 95% and 97% meeting standards. Nonetheless, 5th grade results have fluctuated averaging 89% of our students meeting standards. A major factor for this variation is that all of our students are transitioned from the Bilingual program to ESL and are administered the Reading TAKS in English for the first time. Regardless of this challenge our teachers are dedicated to the improvement of our students' success and have taken action by utilizing diverse strategies and interventions to aide in mastering the curriculum. As a consequence, there was significant growth with our 5th grade students meeting standards in 2009 (87%) and 2010 (98%). Collectively, our 3rd-5th graders commended performance averaged 45% (2009) and 51% (2010) earning Lyons more accolades from TEA. More information regarding our instruction, interventions and accolades received will be expounded upon in later essays.

## **2. Using Assessment Results:**

Lyons uses assessment results to evaluate and improve teacher instruction. Analyzing data helps make instruction more effective. It allows teachers to see similarities and differences in student performance so students can be grouped for differentiated instruction. Teachers use assessment results to develop instructional strategies. The practical use of assessment results has helped Lyons Elementary to consistently maintain high levels of growth and achievement among all students on both norm-referenced and criterion-referenced testing.

Assessment results are gathered from the Texas Assessment of Knowledge and Skills (TAKS), Stanford/Aprena, Texas English Language Proficiency Assessment System (TELPAS), Texas Primary Reading Inventory (TPRI)/ Tejas LEE, the High Frequency Word Evaluation, and Assessing Math Concepts. Valuable data gathered from these multiple assessments is what drives instruction in the classroom. Teachers know what their students mastered, what they need to reteach, and how much their students have grown from each previous assessment. From this data students are identified for small group instruction and are grouped based on their actual academic needs.

Our Reading and Mathematics Intervention teachers use the data gathered from assessment tests to identify the low performing students that will receive additional instruction in the Reading and Mathematics Intervention Labs at Lyons Elementary. These identified students are worked with in a small group instructional setting, utilizing many different instructional materials and strategies. Assessment results from regularly administered, grade-level common assessments are also gathered. This data provides up to the minute, essential data for the classroom teacher to use to plan instructional strategies for their daily lessons. Teachers meet weekly at grade level meetings to discuss this data and to share instructional strategies.

Lyons Elementary also uses District Benchmark Tests that are administered at the beginning, middle and end of the school year. Through the use of Campus Online teachers are provided with disaggregated benchmark data reports for each subject administered such as: graphs, item analysis, and student tutorial reports. Teachers use this data to identify students for tutorial groups, to establish strengths and weaknesses in their teaching strategies and to evaluate student growth and achievement.

## **3. Communicating Assessment Results:**

Lyons Elementary consistently communicates assessment results to students, parents, and community members via a variety of formats such as parent-teacher conferences, school-wide meetings, letters, reports, phone calls and the web. A clear understanding of these results is fundamental to the improvement of student learning and academic success. Furthermore, it serves to maintain an ongoing open line of communication between Lyons and our stakeholders which also create positive school relationships.

Lyons makes it a priority to invite all stakeholders to meet with our teachers and staff throughout the school year. Curriculum Night is our first major function in which campus assessment results are conveyed with the community. Classroom teachers share grade level student expectations, curriculum and power objectives. We host Parent Involvement Days on early dismissal days where teachers and parents are given the opportunity to meet and discuss individual student performance data. Teachers present and distribute letters explaining the results of the Texas Primary Reading Inventory (TPRI)/ Tejas Lee, Assessing Math Concepts, Stanford/Aprena, Texas Assessment of Knowledge and Skills (TAKS), District Benchmark, grades, and other important student data that impact student growth.

Lyons sends the Texas Education Agency's (TEA) School Report Card annually to all stakeholders reporting student achievement data, attendance rates, student-teacher ratios, and expenditures. Additionally, the Lyons' Student Value Added Report based on student growth on the TAKS and Stanford/Aprena assessment can be viewed on Houston Independent School District's (HISD) Parent Student Connect website <http://www.houstonisd.org>.

Lyons Elementary employs Houston ISD's Connect- ED, an automated phone system, to relay announcements of future testing dates, assessment data sent home, and school-wide meetings. Stakeholders can also access the Lyons website at <http://es.houstonisd.org/lyonses/> to obtain our school profile, school newsletters, along with other pertinent information. Moreover, parents can view a student's performance on classroom daily grades, assignments, tests, benchmarks, and attendance through Grade Speed, an online tool. Triggers are set by parents to receive instant notifications via texts or e-mails whenever the student's status changes

#### **4. Sharing Lessons Learned:**

Lyons Elementary is an exemplary school that has developed a reputation for excellence throughout the educational community due to its commitment to student learning. Our history of being awarded many prestigious awards such as the TBEC Honor roll award (seven years), Mayors Educational Excellence Award, Title I Distinguished Performance and earning an exemplary accountability rating from TEA for thirteen years has attracted many visitors throughout the nation to our campus.

We welcome and encourage all of our visitors to walk our hall ways, observe effective teachers in every classroom using best practices and to conference with faculty and staff in order to share our strategies along with the systems we have in place. There is no secret to our academic success other than high expectations, hard work, team collaboration, and data driven lessons. We have also been privileged to be visited, interviewed, and selected by Texas Education Agency to participate in their online Best Practices Clearinghouse to share our successful evidence-based best practices with all schools.

We also share our strategies of academic success with schools in HISD during district wide meetings such as Lead Teacher meetings, Coordinator meetings, Principal meetings, Avanza Teacher Leadership Cohort meetings among many others. Our master teachers have also been asked to present instructional strategies and best practices at several HISD Leadership Conferences and at other professional development workshops throughout the district.

Communication with all of our stakeholders in the community is important to our academic success. We have shared our strategies and successes at community meetings such as the Hawthorn Civic Club, E. Sunnyside Civic Club, YMCA Northside Community meetings and the former North District Leadership meetings. Lyons participates in Houston ISD's Principal for a Day program where business and community leaders visit our campus to increase awareness of the daily challenges a principal faces and to see firsthand the effectiveness of our teachers.

## 1. Curriculum:

E.A. “Squatty” Lyons Elementary adheres to the Texas Education Agency’s expectations as outlined in the Texas Essential Knowledge and Skills (TEKS) framework in order to provide a comprehensive and rigorous curriculum to our student body. As a Houston ISD public school, our curriculum and instruction is also guided by the Houston ISD CLEAR (Clarifying Learning to Enhance Achievement Results) documents that outline a vast number of specific objectives per content area and grade level. Our teachers are encouraged to take full advantage of the various documents incorporated in the CLEAR curriculum including, but not limited to, the Horizontal Alignment Planning Guides, Vertical Alignment Matrix, Year-At-A-Glance, Scope and Sequence, Curriculum and Instruction Assessment Calendar and TEKS/TAKS Correlations. The implementation and unhindered access of these documents allows our teachers to plan effective and engaging instruction based on the previous year’s expectations in math, reading, language arts, science and social studies with a clear focus on what knowledge and skills need to be acquired each year in order to be successful learners throughout their elementary education at Lyons.

The Reading and Language Arts TEKS are extensive and equip our students with the skills to become effective readers, writers, thinkers and communicators. Beginning in early childhood, students are exposed to a variety of texts in order to enhance phonological/phonemic and print awareness. The objectives outlined in CLEAR scaffold student skills and expectations to include phonics instruction, reading fluency, graphophonemic awareness and advance to more complex reading comprehension processes, text structure, vocabulary, written and spoken literary response, and literacy concepts. The Reading and Language Arts TEKS also provide focused objectives for grammar, capitalization, punctuation, spelling, writing and inquiry-based research. While the Reading and Language Arts curriculum as outlined in CLEAR provides nonnegotiable objectives that must be taught, we employ a variety of differentiated research-based instructional methods in order to provide our students with a meaningful and memorable education in reading and language. We are committed to the Literacy Leads the Way Best Practices outlined by the HISD curriculum and we employ a wide variety of computer-based resources to engage our students in reading and writing activities that are meaningful and relevant to their lives. Lyons is also outfitted with a reading lab to address the needs of struggling readers in a small group collaborative environment.

The math TEKS include patterns, number relationships, number operations, geometry, algebraic thinking, measurement, probability and problem solving. The Pearson EnVision math series adopted by the district provides a wide variety of interactive practice that allows the students to enhance their understanding of basic and complex mathematical skills. We also complement the use of the EnVision math series with Reasoning Minds which is a computer-based program that provides differentiated, data-driven instruction to each student allowing teachers and students to track progress and student achievement. Students also attend math lab as part of their ancillary schedule each week.

The Science TEKS integrate the use of the scientific process in conjunction with hands-on activities covering physical, earth, space, and life sciences. Students are required to make predictions, draw conclusions and construct explanations as they are conducting inquiry-based experiments in our science lab and during in-class science lessons. Students practice reading, writing and communication skills when observing and documenting science field lessons in science notebooks.

Social Studies encompass geography, history, social norms, culture, systems of government and economics. Social Studies TEKS are taught through a variety of texts and media. We employ the use of Discovery Education, a web-based video program that allows our students to gain an essential understanding of current events, history and geography. Lyons also subscribes to Time Magazine and Scholastic News for kids, which offer a unique and relevant perspective of current social events, inventions, and prominent historic and current leaders to our students.

Fine Arts include classes in music and art as part of the ancillary schedule. In music, students sing, dance, play instruments, learn basic music theory, listen to a wide variety of music and improvise their own music. In art, students create their own visual art and learn about the artistic elements through “real-life” examples, the work of famous artists and through the modeling of the art teacher. After school, students can participate in choir, cheerleading (which is also a dance troupe) and/or Odyssey of the Mind (which is student-created-script, acting troupe).

Finally, our Physical Education program strives to educate the whole child. The curriculum is organized into primary and secondary units so by the time a student travels from Pre-K to Fifth Grade he/she will have experienced a wide range of activities. We focus on Lifetime sport activities such as badminton, bowling, skating, and golf so our children will leave us with a library of activities to use as a resource throughout life. Team sport units are also offered to the children to encourage sport in middle school and recreation departments. In an effort to keep the interest and momentum going toward improving health, nutrition and fitness for our Lyons family; we have added several health programs geared toward our youth, staff and parents. The programs include: a community garden, healthy cooking classes, Yoga/Pilates class, a Wellness Room and a Health Fair and Fitness Expo.

## **2. Reading/English:**

Lyons Elementary follows the Houston ISD Reading Curriculum as establish in the Horizontal Alignment Program Guide which includes the TEKS, CCRS, and ELPS. We employ Reading Street and Tesoros de Lectura as our core reading basal systems which are also aligned to the HISD curriculum. Furthermore, to fulfill the students’ academic needs in reading, Lyons Elementary teachers utilize the Best Practices in Education based on HISD’s Literacy Commitments. Teachers also supplement their reading instruction with digital and electronic resources such as the electronic book programs, Tumblebooks and Accelerated Reader. These two programs increase reader engagement and motivation.

We believe that having a strong foundation in phonemic awareness and graphophonemic knowledge in early childhood is crucial to our students’ lifelong success as deep readers and thinkers. Our teachers strive to keep the students actively engaged by using literacy workstations in order to focus on small group instruction. Teachers conduct small-group instruction daily and use leveled books to reinforce guided reading instruction which allow them to target specific academic skills, modify and enrich curriculum.

In order to address the challenges of improving literacy outcomes for all students our teachers and intervention team works with our struggling learners daily. They look at individual student data from summative and formative assessments as well as TAKS, STANFORD/APRENDA scores to create individual action plans for each student so that he/she may be successful. We have a reading lab for the lower grades that focuses on phonics, phonemic awareness and comprehension. The same lab serves as intervention for grades 3rd to 5th. They work in small collaborative groups according to their academic needs.

We also have the Guest Readers Enrich All Tots (GREAT) program which recognizes the paramount importance of parents and community leaders’ involvement in education. The GREAT program was created to support our School Improvement Plan and to encourage the love of reading in our students. This program brings people from the community to read to our students every other month. Books are then distributed to all students to add to their home libraries.

Students’ reading skills are challenged in competitions such as Name that Book club, Spelling bee and Accelerated Reader Program. We engage our students in reading by using “Reading Counts” by Scholastic and the HISD program “Millionaire Club” during the summer. We host an annual Literacy Night during which students and parents are invited to an evening of fun through reading. At Lyons we are dedicated to developing lifelong readers using a variety of engaging instructional methods and events.

### **3. Mathematics:**

The driving force behind the Mathematics curriculum at Lyons is the HISD Clear Curriculum. The Clear Curriculum supports each teacher's instructional planning so that every student has equitable access to a quality education. Each teacher is provided with the Horizontal Alignment Planning Guide (HAPG). The HAPG serves as the framework to support the development of meaningful units of instruction. This curriculum contains a pacing calendar, lesson ideas, instructional strategies, district developed assessments, TEKS and TAKS correlations, and links to other district recommended resources. Everyday Math and the Envision Math Program supplement the Clear Curriculum. Using these resources teachers are able to plan lessons that are carefully developed taking students from the concrete level through the use of manipulatives to the abstract level for real understanding of mathematical concepts to develop.

Our use of advanced technology is evident in every classroom through the use of two mobile laptop computer carts, and school wide SMARTBOARD technology. This technology keeps students engaged and motivated to succeed. We strive to prepare our students for interaction with the real world. Our teachers have access to Neufeld Intervention software, Great Source, Renzulli Learning, Reasoning Mind, and various other top quality software programs.

Teachers in grades K – 2 utilize Assessing Math Concepts software through the use of palm technology, as one of the major assessment instruments in our math program. This data along with district benchmarks, and common assessments, is used to design appropriate interventions and to guide instruction to increase student achievement in mathematics. We have a Mathematics Intervention teacher who works with the teachers to identify those students who are working below grade level and are in need of intervention. These students work with the Intervention teacher in a small group setting. Students who are working below grade level are selected to attend before/after school tutorial classes.

Our students attend a Mathematics Lab where they are presented with hands-on lessons using a variety of manipulatives. Problem solving is emphasized in the Math lab through the use of real world grade level appropriate problem solving experiences.

The outstanding achievements in mathematics that have been obtained at Lyons highlight our students' interest and engagement with the content and resources provided to them.

### **4. Additional Curriculum Area:**

At E.A. "Squatty" Lyons Elementary our mission is to provide our students with rigorous, thoughtful and enriching educational opportunities that will inspire them to become productive, well-rounded students and citizens while achieving excellence in all areas of their lives. Our teachers, staff and surrounding community contribute to that mission daily as we find ways to make their learning profound and relevant. Teaching and incorporating science throughout content areas is one way to foster a love for learning and to develop the critical thinking skills necessary to become innovative and dynamic problem solvers in the future. Our students are inquisitive about how our world functions. They are eager to make connections and witness the interdependence of the natural and man-made systems that take place in the world of science! We capitalize on their innate curiosity and love for science because it is tangible and has various effects on their daily lives.

Through the use of HISD curriculum documents and science notebooks, we are able to cultivate scientifically literate students who develop the ability to make evidence-based explanations from science experiences. Notebooking allows for immediate feedback on student progress and the opportunity for students to practice and solidify reading and writing skills that are essential to our school's commitment to rigorous literacy expectations. We also implement innovative instructional media such as Measuring Up, TAKS Toppers, TAKS Masters, and Kamico. Students are exposed to a variety of websites such as BrainPOP, Cosmeo, United Streaming, EduSmart science software and interactive whiteboards. As we are serving a new generation of digital and interactive learners, the integration of technology in our lessons is imperative and significantly improves our science academic achievement.

At Lyons Elementary, we are heartened and impassioned in our quest to provide every child with a comprehensive, first class education by involving the surrounding community and families in our love for science. Lyons hosts an annual Family Science Night which allows the students and their families to participate in a variety of science experiments together. The community participation in this event inspires us to make science a priority as we strive to achieve our mission. We also host extracurricular organizations like our Gardening, Robotics and Kids Care Clubs. These clubs allow students to plant gardens, implement recycling programs, and learn about technological advancements in science. We focus on the innate curiosity of our students and provide an educational environment that builds upon that curiosity with the hope that our students will pursue a career in science.

## **5. Instructional Methods:**

At Lyons Elementary excellence is expected! That expectation for excellence begins with our teachers who must accommodate the diversity of ability, learning style and student interest that exists in each and every classroom. We have students in our classrooms who may struggle academically while others may be learning at an advanced level. Our school goal is to meet each student's individual needs by providing research-based differentiated instruction.

Evaluation and instructional data are aligned with student needs and subsequently differentiated in various ways. The teachers at Lyons are committed to implementing a wide variety of instructional tools and techniques in order to ensure the success of every student. Core curriculum teachers are not only in the classrooms, but also in our ancillary classes. Students receive additional support in reading, math and science. During reading lab students are practicing phonics skills, comprehension techniques, and building reading fluency while also engaging in literacy workstations that meet individual needs. The math lab allows students to use hands-on manipulatives to master complex math concepts and objectives. In the science lab students participate in inquiry-based learning using a hands-on and minds-on approach to ensure student engagement.

In addition to supporting student achievement through the implementation of lab time in core subjects, we also support our students by providing intervention small group time for our struggling learners. Through the implementation of small group collaborative learning we are able to make a data-driven tailored plan for each individual student who is not meeting academic standards and expectations. Students receive personalized attention to their academic needs and immediate feedback during this small group time. These groups are reevaluated and modified as students grow in their learning.

Along with the use of HISD curriculum documents, we integrate several computer-based resources such as Renzulli Learning so that students may hone their research skills while developing their curiosity and love of learning. Through Renzulli Learning, teachers can capitalize on student interest and preferred learning styles based on each students' individual learning profile. The learning profile is the foundation for effectively differentiating instruction through Renzulli and has proven to be a helpful tool when planning and implementing meaningful learning experiences for our students. Reasoning Minds is a math program that reinforces basic mental math skills while developing the vital problem solving methods needed to become thoughtful problem solvers in the future. Accelerated Reader and STAR Reading are reading programs that test and track our students' fluency and comprehension skills as they are progressing as attentive readers. These computer based programs allow our teachers to seamlessly differentiate instruction based on student ability, learning style and interest while encouraging our students to take ownership of their success in learning.

## **6. Professional Development:**

In the Houston Independent School District all teachers are required to participate in at least forty-five hours of professional development per year, although a large majority of Lyons teachers exceed that amount. All teachers are expected to have their Gifted and Talented Certification which requires a thirty hour initial training and an annual six hour update. Our teachers and staff work together to identify

professional development needs and to identify how to best meet those needs in order to ensure success for all students.

At the beginning of the school year each teacher meets with the principal and/or appraiser for the first of several Developmental Conversations to discuss their strengths in the classroom and to identify areas where they would like to improve. They collaboratively identify professional development goals for the year and discuss the support they will need to achieve these goals by developing an Individual Professional Development Plan. (IPDP) In November and March additional Developmental Conversations are conducted, where progress towards goals is checked on, successes and areas of additional support are determined.

The Individual Professional Development Plan is the document used to guide each teacher's professional growth throughout the school year. It aligns with the campus-wide student learning needs, which are identified in our school improvement plan as SMART GOALS. Professional development experiences include participation in individual, team, and campus-wide professional learning. Experiences may include training on or off campus as well as job-embedded professional learning. Some of the resources teachers use to plan their professional development experiences are: Campus-Based Professional Development Principal's Handbook, the Professional Development for Houston ISD Educators website and handbook, local and national Educators conferences and training sessions, workshops, online professional development opportunities, book studies, and in house professional learning opportunities provided by our Lead Teachers.

Our school supports our teachers as they strive to meet the needs of all our students. We understand that teacher expertise is the best indicator of student success. Professional development has to be supported, developed and maintained.

## **7. School Leadership:**

Our principal has been the instructional leader of Lyons Elementary since 2007. Her strengths as a leader are evident everywhere you look. The principal not only sets high expectations for her staff, and students, but also for herself. What is best for her students is always at the forefront of every decision she makes at Lyons Elementary.

Supported by her assistant principal and Title 1 Coordinator, the principal is able provide the necessary leadership and guidance to her staff and students that is required to maintain the high level of excellence that is achieved every year at Lyons. This team conducts weekly classroom visits, completes assessments and provides feedback, advice, and encouragement to new and veteran teachers alike. There is also a Special Education chairperson, an Intervention Assistance team, a Campus Lead Mentor, a Test Coordinator, and a Gifted and Talented Coordinator.

Our principal leads her school through a true collaborative team effort. She chairs the Shared Decision Making Committee (SDMC) which serves as the leadership committee on the campus. The committee establishes, monitors, and evaluates goals for budgeting, curriculum, planning, school organization, and staff development. Each grade level has a grade level chairperson who is responsible for the grade level meetings, disseminating information, and serving as a liaison between campus administration and their grade level team.

The principal meets monthly with the grade chairs. Important decisions regarding curriculum, instruction, staffing, testing, and budget are made at these meetings. We also have several teachers that serve as curriculum leaders. These teachers serve as the Reading, Math, Science and Social Studies lead teachers. The lead teachers share knowledge and training provided to them by the school district to all teachers on the campus. These lead teachers provide many of the Professional Development activities that occur at Lyons Elementary.

Our principal and her teams do all that they can to touch the lives of each child that attends Lyons Elementary and to prepare them to be successful, productive citizens of the future.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TAKS

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standards	98	93	87	99	91
Commended	53	48	26	37	30
Number of students tested	131	132	124	115	141
Percent of total students tested	95	96	97	93	100
Number of students alternatively assessed	6	5	4	8	0
Percent of students alternatively assessed	5	4	3	7	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standards	98	93	86	90	90
Commended	53	47	25	35	30
Number of students tested	121	119	117	112	131
<b>2. African American Students</b>					
Met Standards					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standards	98	93	87	93	90
Commended	54	49	26	34	29
Number of students tested	123	129	117	122	134
<b>4. Special Education Students</b>					
Met Standards					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standards	98	90	89	92	89
Commended	52	53	31	39	21
Number of students tested	66	62	61	62	81
<b>6.</b>					
Met Standards					
Commended					
Number of students tested					
<b>NOTES:</b>					

11TX13

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TAKS

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	98	97	93	93	92
Commended	63	59	33	48	33
Number of students tested	131	133	124	127	142
Percent of total students tested	95	96	97	94	100
Number of students alternatively assessed	6	5	4	8	0
Percent of students alternatively assessed	5	4	3	6	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	93	98	92	92	92
Commended	64	56	31	41	33
Number of students tested	121	120	118	111	132
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	97	97	93	94	93
Commended	63	59	32	42	32
Number of students tested	117	130	117	124	134
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard	97	97	93	92	96
Commended	64	68	32	34	17
Number of students tested	66	63	60	62	81
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b>					

11TX13

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TAKS

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	100	97	91	98	100
Commended	73	61	51	55	65
Number of students tested	123	119	113	126	100
Percent of total students tested	100	97	97	100	99
Number of students alternatively assessed		3	3	0	1
Percent of students alternatively assessed		3	3	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100	96	93	98	100
Commended	75	63	53	55	63
Number of students tested	110	112	101	117	93
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	96	91	98	100
Commended	73	62	51	57	66
Number of students tested	121	113	111	121	97
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard	100	100	90	97	100
Commended	82	67	59	57	77
Number of students tested	62	58	63	72	44
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b>					

11TX13

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TAKS

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standards	99	99	93	95	98
Commended	55	41	55	36	35
Number of students tested	123	119	113	126	101
Percent of total students tested	98	97	96	100	99
Number of students alternatively assessed	2	4	5	0	1
Percent of students alternatively assessed	2	3	4	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standards	99	99	92	95	98
Commended	58	43	51	36	33
Number of students tested	110	112	101	117	94
<b>2. African American Students</b>					
Met Standards					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standards	83	99	93	95	98
Commended	55	42	50	37	35
Number of students tested	121	113	111	121	98
<b>4. Special Education Students</b>					
Met Standards					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standards	98	100	92	94	100
Commended	77	48	59	35	30
Number of students tested	62	58	63	72	44
<b>6.</b>					
Met Standards					
Commended					
Number of students tested					
<b>NOTES:</b>					

11TX13

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TAKS

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	97	96	91	96	91
Commended	59	73	50	62	49
Number of students tested	112	113	131	105	122
Percent of total students tested	97	96	93	99	98
Number of students alternatively assessed	3	5	9	1	2
Percent of students alternatively assessed	3	4	7	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	97	95	90	97	92
Commended	58	70	51	63	49
Number of students tested	103	100	110	94	110
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	97	95	91	96	92
Commended	60	73	50	63	50
Number of students tested	100	111	125	101	115
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard	95	97	93	95	89
Commended	67	70	45	57	25
Number of students tested	55	63	67	37	28
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b>					

11TX13

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TAKS

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	98	87	81	91	87
Commended	36	35	25	27	20
Number of students tested	112	114	131	105	122
Percent of total students tested	97	96	93	100	98
Number of students alternatively assessed	3	5	9	0	2
Percent of students alternatively assessed	3	4	7	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	98	85	80	92	87
Commended	36	32	25	25	20
Number of students tested	103	101	110	93	110
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	98	87	81	91	87
Commended	37	34	25	27	19
Number of students tested	100	112	125	101	115
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard	96	81	72	84	71
Commended	29	19	13	3	7
Number of students tested	55	63	67	67	28
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b>					

11TX13

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	98	95	87	98	94
Commended	62	61	42	51	48
Number of students tested	122	121	123	113	121
Percent of total students tested	97	96	96	97	99
Number of students alternatively assessed	3	4	5	3	1
Percent of students alternatively assessed	3	4	4	3	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	98	95	90	95	94
Commended	62	60	43	51	47
Number of students tested	113	110	109	108	111
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	98	95	93	96	94
Commended	62	61	42	51	48
Number of students tested	115	118	118	115	115
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard	98	96	91	95	90
Commended	67	63	45	54	41
Number of students tested	61	61	64	57	51
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b>					

11TX13

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standards	98	94	89	93	92
Commended	51	45	38	37	29
Number of students tested	122	122	123	119	122
Percent of total students tested	97	96	95	98	99
Number of students alternatively assessed	4	5	6	3	1
Percent of students alternatively assessed	3	4	5	2	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standards	97	94	88	93	92
Commended	53	44	36	34	29
Number of students tested	111	111	110	107	112
<b>2. African American Students</b>					
Met Standards					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standards		94	89	93	93
Commended		45	36	35	29
Number of students tested		118	118	115	116
<b>4. Special Education Students</b>					
Met Standards					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standards	97	97	86	90	89
Commended	57	45	35	24	18
Number of students tested	61	61	63	67	51
<b>6.</b>					
Met Standards					
Commended					
Number of students tested					
<b>NOTES:</b>					

11TX13